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ABSTRACT

This packet of "Tech Plan Update" Preview forms is provided by the Massachusetts Department of Education for planning purposes for the July 1, 2000 to June 30, 2001 fiscal year, prior to submitting "Tech Plan Update" electronic forms online. The first section, Local Technology Plan Data Collection Form, is divided by benchmarks, as follows: Benchmark Standard 1: Commitment to a Clear Vision and Mission Statement; Benchmark Standard 2: Access; Benchmark Standard 3: Connectivity; Benchmark Standard 4: Technical Support, Technology Curriculum Integration, Professional Development, and Acceptable Use Policy; Benchmark Standard 5: The District Is Maintaining Accurate Data the Meet State IMS Standards; and Benchmark Standard 6: Access to the Internet Outside the School Day. As part of this first section, instructions are provided for filling out the "Technology Expenditures" worksheet, with detailed descriptions for each section, column, and row of the expenditures table. Other sections of the packet include: District Central Administrative Office Technology Profile and Individual School Technology Profile. (AEF)

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ED 456 826

Massachusetts

Department of Education

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1

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# *Tech Plan Update*

## Electronic Forms Preview

**May, 2001**

**Massachusetts Department of Education**
**address** 350 Main Street, Malden, MA 02148
**telephone** 781-338-3000 **internet** www.doe.mass.edu

IR020883

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# Tech Plan Update Electronic Forms

NOTE: These forms are provided here for planning purposes. When you are ready to submit your *Tech Plan Update* electronic forms on-line, go to: http://www.doe.mass.edu/edtech/administrative/ims/tpu-2000.html.

**Local Technology Plan**
**July 1, 2000 to June 30, 2001**

**Data Collection Form**

**<Name of District>**

*You must enter a number in all boxes that call for a number. You cannot leave these boxes blank. If your response for a box is none, please enter a zero (0).*

*You must check one response for any question that requires a Yes, No or NA response.*

*For any field requiring a dollar amount, use whole numbers only. Do NOT use dollar signs ($), commas (,) or alphabetic characters.*

District Code (*automatically inserted*): [redacted] District Name (*automatically inserted*): [redacted]

Tech Plan Status: (*automatically inserted*): [redacted]
Last Updated Information: (*automatically inserted*): [redacted]
Today's Date: (*automatically inserted*): [redacted]

Person Responsible for Completing Form

First Name: _____ Last Name: _____
Title: _____ Function (dropdown)

If Function is Other, Please Specify: _____
Email: (only one) _____
Phone: _____
District Web site (if none enter "N/A"): (provide URL): _____

## 1. BENCHMARK STANDARD 1: COMMITMENT TO A CLEAR VISION AND MISSION STATEMENT

### A. Vision, Mission, and Goals

1) The following contains the vision, mission, and goals of your district technology plan that you last submitted:

*Text of district's last entered information – Read-only text*

2) What goals were accomplished this year?

2000 characters max:

3) What are your goals for the upcoming year?

2000 characters max:

**B. Technology Team**

Please list the current members of your Technology Team, including the role/affiliation of each member. Enter a maximum of 20 team members.

**C. Budget: Technology Expenditures from July 1, 2000 to June 30, 2001**

***Instructions for filling out "Technology Expenditures" Worksheet***
***We strongly urge that this section to be completed in collaboration with the district business manager/financial director.***

*Sections I – III are defined as follows:*

*Section I – Operational Budget*
Operational Budget expenditures are defined as expenses paid out of local appropriations through such funds as State Chapter 70 funds, local receipts from taxes, and other expenses that come under the levy limit outlined by Proposition 21/2. These expenses are for actual amounts paid during the period from July 1, 2000 to June 30, 2001.

*Section II – Bonded Technology*
Bonded Technology expenditures are defined as total expenses for technology purchases for which a municipality has bonded. This should equal the total amount spent in FY2001 as part of an authorized bond purchase and may or may not be the total obligation of the bond. (For instance, a district bonds $500,000 for technology purchases and expends $430,000 in FY2001; the amount reported is $430,000.)

*Section III – Grants/Other*
Grants/Other expenditures are defined as expenses paid out of grant funds from local, state, and federal sources. These funds may be from private grants as well as public. These expenses are for actual amounts paid during FY2001 and do not necessarily reflect the total amount of the grant.

*Columns 1-6 are defined as follows:*

*Column 1 – Administrative Technology*
Administrative Technology expenditures are defined as expenses incurred in support of administrative positions such as technology director, assistant superintendent, technology coordinator, principal and others that are considered "non-instructional" positions. If these expenses are for district personnel, **expenses should be pro-rated to reflect the percentage of**

**each individual's time actually spent on technology administrative activities.** This amount should reflect the FTE entered in 4A for Leadership.

*Column 2 – Instructional Technology*
Instructional Technology expenditures are defined as expenses incurred in support of regular teachers and curriculum. Providers of this support could include technology integration specialist, library teacher, and technology professional development specialists (TPD specialists) who are involved in curriculum integration. This area should NOT duplicate any of the Professional Development expenditures included in column three. If these expenses are for district personnel, **expenses should be pro-rated to reflect the percentage of each individual's time actually spent on instruction-related activities**. This amount should reflect the FTE entered in 4A for Curriculum Integration.

*Column 3 – Professional Development*
Professional Development expenditures are defined as expenses incurred training staff (both administrative and instructional) in the use of new technologies acquired by a school system. This may include hardware and software purchased as well as training expenses if used for professional development purposes. If these expenses are for district personnel, **expenses should be pro-rated to reflect the percentage of each individual's time actually spent on professional development-related activities**.

*Column 4 – Maintenance and Support*
Maintenance and Support expenditures are defined as expenses incurred supporting existing computing services in a district. Examples of this might include network administrators, support technicians, repair and maintenance contracts, contractors, etc. If these expenses are for district personnel, **expenses should be pro-rated to reflect the percentage of each individual's time actually spent on maintenance and support-related activities**. Columns 4 & 5 should reflect FTE reported in 4A for Network/Tech Support.

*Column 5 – Networking*
Networking expenditures are defined as expenses incurred building and expanding networks within and outside a district, as well as connectivity expenses between schools in a district and the Internet. Examples might include network wiring and hardware, Internet connections to local Internet service providers, high-speed data lines such as T1, 56kb line, consultants in the design and implementation of new networks, etc. If these expenses are for district personnel, **expenses should be pro-rated to reflect the percentage of each individual's time actually spent on network-related activities**. Column 4 & 5 should reflect FTE reported in 4A for Network/Tech Support.

*Column 6 – Total*
The electronic form will automatically calculate the total.

*Row 2 to Row 8 are described as follows*:

*Row 2 – Salaries*
Amount should be pro-rated to reflect the percentage of each individual's time actually spent on technology activities.

*Row 3 – Contracted Services*

*Row 4 – Hardware*
Items costing more than $5000 per unit should be entered under Capital Expenditures.

*Row 5 – Software*
Items costing more than $5000 per unit should be entered under Capital Expenditures.

*Row 6– Capital Expenditures*
Expenditures on hardware/software (if unit price is over $5000) should be entered here.

*Row 7 – Supplies*
Technology related supplies such as printer cartridges should be entered here.

*Row 8 – Other Expenditures*
Technology related spending not counted in other rows should be included here.

***NOTE: Distribute expenditures across categories so that spending is not double-counted.***

| **I. Operational Budget** | Administrative Technology | Instructional Technology | Professional Development | Maintenance & Support | Networking | Total |
|---|---|---|---|---|---|---|
| Salaries | | | | | | |
| Contracted Services | | | | | | |
| Hardware | | | | | | |
| Software | | | | | | |
| Capital Expenditures | | | | | | |
| Supplies | | | | | | |
| Other Expenditures | | | | | | |
| Total | | | | | | |

| **II. Bonded Technology** | Administrative Technology | Instructional Technology | Professional Development | Maintenance & Support | Networking | Total |
|---|---|---|---|---|---|---|
| Contracted Services | | | | | | |
| Hardware | | | | | | |
| Software | | | | | | |
| Capital Expenditures | | | | | | |
| Supplies | | | | | | |
| Other Expenditures | | | | | | |
| Total | | | | | | |

| **III. Grants & Other** | Administrative Technology | Instructional Technology | Professional Development | Maintenance & Support | Networking | Total |
|---|---|---|---|---|---|---|
| Salaries | | | | | | |
| Contracted Services | | | | | | |
| Hardware | | | | | | |
| Software | | | | | | |
| Capital Expenditures | | | | | | |
| Supplies | | | | | | |
| Other Expenditures | | | | | | |
| Total | | | | | | |

Provide the names and titles of the staff who provided expenditures information:

Name: *(mandatory)* Title: _____

Name: *(optional)* Title: _____

The following 5 fields are read-only:

- Total Number of Students in District: [redacted]
- Per Student Expenditure on Technology (from all sources: I, II, III): (*automatically calculated*): [redacted]
- Per Student Expenditure on Technology (from source I, Operational): *(automatically calculated)*: [redacted]
- Per Student Expenditure on Technology (from source II, Bonded Technology) *(automatically calculated)*: [redacted]
- Per Student Expenditure on Technology (from source III, Grants & Other) *(automatically calculated)*: [redacted]

**D. Leveraging of State and Federal Initiatives**

| State or Federal Initiatives | Did you use during 2000-2001 |
|---|---|
| E-Rate | __Yes __No |
| ETIS:<br>Hardware<br>Telecom Services | <br>__Yes __No<br>__Yes __No |
| MassEd.Net (ONLY CHECK YES IF DISTRICT IS PAYING FOR THIS SERVICE.) | __Yes __No |
| Other<br>Specify: | __Yes __No |

## 2. BENCHMARK STANDARD 2: ACCESS

A. District ratio of students per type A/B computer (*automatically calculated after data has been entered and saved in school profile form*): [redacted]

B. District ratio of students per any type computer (*automatically calculated after data has been entered and saved in school profile form*): [redacted]

## 3. BENCHMARK STANDARD 3: CONNECTIVITIY

A. Percentage of classrooms connected to the Internet (*automatically calculated after data has been entered in school profile form*): [redacted] %

B. Percentage of instructional computers connected to the Internet (including wireless connection) (*automatically calculated after data has been entered in school profile form)* [redacted]: %

C. Percentage of classrooms connected to the LAN (*automatically calculated after data has been entered in school profile form*): [redacted] %

## 4. BENCHMARK STANDARD 4: TECHNICAL SUPPORT, TECHNOLOGY CURRICULUM INTEGRATION, PROFESSIONAL DEVELOPMENT, AND ACCEPTABLE USE POLICY

Please complete the following table for only those personnel involved in technology and **only for the portion of time they spend with the following technology tasks. For example, if a full-time staff member is dedicating 25% of his/her time to technology, that person should only be counted as 0.25 FTE in the chart below. Do not double count.**

| Human Resources in Technology<br>Functions: | | | |
|---|---|---|---|
| **LEADERSHIP** *(those who are in charge of technology decision-making for the district)* | Staff under District Payroll<br>*FTE (full-time equivalent)* | Contracted Services<br>*FTE (full-time equivalent)* | Other (volunteers, students, etc.)<br>*FTE (full-time equivalent)* |
| Technology coordinator, technology director, assistant superintendent, principal, etc. *(count only that portion of time that is spent on technology decision-making.)* | | [redacted] | |
| **CURRICULUM INTEGRATION [Used in calculating Benchmark Standard 4.B]** *(those who provide guidance, professional development, and support to instructional staff in the uses of technology for curriculum)* | Staff under District Payroll<br>*FTE (full-time equivalent)* | **Contracted Services**<br>*FTE (full-time equivalent)* | **Other (volunteers, students, etc.)**<br>*FTE (full-time equivalent)* |
| • Curriculum Integration Specialist *(count only that portion of time that library teacher or technology specialist works with instructional staff on technology activities.)* | | | [redacted] |
| • Curriculum Integration Support (e.g., technology aides, tutors, volunteers, etc) | | | |
| **ADMINISTRATION** *(those who provide technology administrative functions)* | Staff under District Payroll<br>*FTE (full-time equivalent)* | Contracted Services<br>*FTE (full-time equivalent)* | Other (volunteers, students, etc.)<br>*FTE (full-time equivalent)* |
| • Application Developer/ Programmer | | | [redacted] |
| • Data Manager or Operator | | | |
| • Other | | | |
| **NETWORK/TECHNICAL SUPPORT [Used in calculating Benchmark Standard 4A]** *(those who provide support for hardware, software and network)* | Staff under District Payroll<br>*FTE (full-time equivalent)* | Contracted Services<br>*FTE (full-time equivalent)* | **Other (volunteers, students, etc.)**<br>*FTE (full-time equivalent)* |
| • Network/System Manager Coordinator | | | |
| • Maintenance & Repair Specialist | | | |
| • Lab Coordinator, Manager, Technician | | | |

How many instructional staff are supported by *curriculum integration personnel*? _____



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8

Benchmark Standard 4.A. Number of computers serviced by 1 FTE Network/Technical Support personnel (only FTE reported under "district payroll" and "contracted services" are used in calculating this ratio. FTE reported under "other" will be included in EdTech Report.) *(automatically calculated)*: _____

Benchmark Standard 4.B. Number of instructional staff supported by 0.5 FTE Curriculum Integration Specialist (district staff only) *(automatically calculated)*: _____

**Benchmark Standard 4.C. Technology Training and Professional Development**

1) Technology Training Profile: Please provide the number of staff members who participated and the number of staff hours (# of staff x # of hours of training) of technology training professional development that occurred in each of the following areas:

| | |
|---|---|
| What is the total number of staff (administrators, teachers, support staff) in your district (July 1, 2000 to June 30,2001)? | # Staff Members |
| Estimate the percentage of staff who have received technology professional development sponsored by the district (July 1, 2000 to June 30, 2001) | % |
| Estimate the total number of staff-hours* of technology professional development activities that can be quantified (e.g., workshops, credit courses, study groups, etc.) sponsored by the district (July 1, 2000 to June 30, 2001). (**If a district sponsors a 2-hour workshop and 10 staff members are attending, the staff hours will be 20.)* | Hours |
| Does your district sponsor other types of professional development (e.g., coaching, mentoring, and co-teaching)? | __Yes __No |
| If answer is yes, estimate the percentage of staff is reached by training in such a manner. | % |

2) Type of Technology Professional Development: Of all the professional development activities provided by your district what percentage falls into the following categories (Total must add up to 100%.)

| | |
|---|---|
| Computers & Network Operations (computer, networks, multimedia basics) | % |
| Personal and Professional Use (productivity & presentation tools; telecommunications; creativity technologies; assistive technology; research & data manipulation; ethics and legal issues) | % |
| Integration into the Curriculum (Interdisciplinary; Curriculum Frameworks: English Language Arts; Math; Science & Technology/Engineering; History & Social Science; Foreign Languages; Arts; and Health); Assessment (Electronic Portfolio, etc.) | % |
| Other Technology Professional Development Activities | % |
| Totals | 100 % |

3) Professional Development Plan and Activities: Summarize your technology professional development activities (during the period July 1, 2000 to June 30, 2001) and describe your professional development plan for technology for the year beginning July 1, 2001 and ending June 30, 2002.

2000 characters max:

| |
|---|
| |

**Benchmark Standard 4.D. Acceptable Use Policy Regarding Internet Use**

| | Elementary | Middle | High School |
|---|---|---|---|
| Do you provide Internet access to your students? | Yes<br>No<br>N/A | Yes<br>No<br>N/A | Yes<br>No<br>N/A |
| Do you provide email accounts to your students? | Yes<br>No<br>N/A | Yes<br>No<br>N/A | Yes<br>No<br>N/A |
| Do you have an acceptable use policy for your students? | Yes<br>No<br>N/A | Yes<br>No<br>N/A | Yes<br>No<br>N/A |
| If you have an acceptable use policy, is it in your student handbook ? | Yes<br>No<br>N/A | Yes<br>No<br>N/A | Yes<br>No<br>N/A |
| If you have an acceptable use policy, is it posted on the Internet? | Yes<br>No<br>N/A | Yes<br>No<br>N/A | Yes<br>No<br>N/A |
| Do you have an Internet filter that is in compliance with the Children's Internet Protection Act (CIPA)? | Yes<br>No<br>N/A | Yes<br>No<br>N/A | Yes<br>No<br>N/A |

## 5. BENCHMARK STANDARD 5: THE DISTRICT IS MAINTAINING ACCURATE DATA THAT MEET STATE IMS STANDARDS

| | | |
|---|---|---|
| A. District has submitted SIMS data collection forms | Yes | No |
| B. District has completed YESIR forms | Yes | No |
| C. District has completed SPED EXIT forms | Yes | No |
| D. District has completed Student Exclusion Forms | Yes | No |
| E. District has completed School Attending Children forms | Yes | No |

## 6. BENCHMARK STANDARD 6: ACCESS TO THE INTERNET OUTSIDE THE SCHOOL DAY

1) Do you work with community groups to ensure that, by 2003, students and staff will have sufficient access to the Internet, which will enable them to work outside the school day?

Yes No

If yes, provide the names of organizations: _____

2) Do you have an up-to-date catalog of information on how students can gain access to the Internet after school hours?

Yes No

3) Are any of your teachers using VES (Virtual Education Space) for communication and sharing of resources?

Yes No

4) Is your school district using VES for communication and sharing of resources?

Yes No

5) Does your district provide email accounts to teachers?

Yes No

**District Central Administrative Office**
**Technology Profile**
**July 1, 2000 to June 30, 2001**
**<Name of District>**

*You must enter a number in all boxes that call for a number. You cannot leave these boxes blank. If your response for a box is none, please enter a zero (0).*

*You must check one response for any question that requires a Yes, No or NA response.*

*For any field requiring a dollar amount, use whole numbers only. Do NOT use dollar signs ($), commas (,) or alphabetic characters.*

District Code (*automatically inserted*): [redacted] District Name (*automatically inserted*): [redacted]

Tech Plan Status: (*automatically inserted*): [redacted]
Last Updated Information: (*automatically inserted*): [redacted]
Today's Date: (*automatically inserted*): [redacted]

Person Responsible for Completing Form

First Name: _____ Last Name: _____
Title: _____ Function: ( Drop Down)

If Function is Other, Please Specify: _____
Email: _____
Phone: _____

*Please provide the current information about the LAN, Internet connections, and computer workstations that reside in the district's central administrative offices.*

1. WIDE AREA NETWORK AND INTERNET CONNECTIONS

A. Do you have a District Wide Area Network (WAN) linking multiple buildings?
Yes (*If yes, please complete all questions in this section.*)
No
N/A (*If district has only one building.*)

B. What is the primary type of connection from the district to the Internet Service Provider (ISP)?
- Cable Modem
- Cable I Loop
- Dedicated Line (Point to Point or Frame Relay)
- Dial Up
- District owned network
- Frame Relay
- ISDN
- Microwave
- Point to Point
- DSL
- Other

If Other, please specify _____

C. What is the speed of your district's Internet connection?

- 1.5Mb
- 128kb
- 384kb
- 56kb
- Between 128kb and 1.5Mb (Fractional T1)
- T1
- T3

D. Do you have a back up Internet connection? Yes No

E. Name your primary Internet Service Provider: _____

F. Are you making use of wireless connectivity? Yes No

## 2. DISTRICT ADMINISTRATIVE WORKSPACE CONNECTIVITY

*District Administrative Workspaces are defined as the workspaces of those who provide district-wide administrative functions – for example, the Superintendent, Superintendent's Secretary, Business Manager, etc. (Do not include School Administrative Offices, such as School Principal in this form. They will be entered on the Individual School Profiles.) Count each workspace individually even if it exists in a room with several other workspaces. A workspace is defined as the working environment for a single individual.*

*If a workspace provides both district and school administrative functions, record the connectivity and inventory information in* ***either*** *the school or district profile form, but* ***not*** *in both.* ***Offices, computers, and connections should not be double counted.***

| | **Number** |
|---|---|
| How many administrative workspaces are there in your central district office? | |
| How many administrative workspaces are connected to the local area network (LAN) and to the Internet? | |
| If you have a network, how many active drops do you have that are not connected to a computer? | |
| How many administrative workspaces are connected directly to the Internet and not through the local area network? | |
| How many computers are connected to the Internet in the workspaces? | |

3. COMPUTER WORKSTATION INVENTORY

*(For district-level administration only) When in doubt, choose categories that most closely match your processor's RAM.*

**Number of Workstations in Each Category**

| **Computer Platform** (including laptops) | **Type A** *Function:* Capable of running multimedia applications, high-end applications & streamed video *Memory:* 64 Meg RAM or higher *Operating System:* Windows 2000 Mac OS 9 (or more recent) | **Type B** *Function:* Multimedia computers with CD-ROM and Internet capability using browser *Memory:* 16 to 64Meg RAM *Operating System:* Windows 95/98/NT Mac OS 7.6 to 8.0 | **Type C** *Function:* Computers with or without Internet capability *Memory:* 16 Meg RAM or lower *Operating System:* Windows 3.1 Mac OS 7.0 (or earlier versions) |
|---|---|---|---|
| Windows/PC | | | |
| Apple/Macintosh | | | |
| Thin Client Systems operating from a server (classify according to function) | | | |
| Other | | | |
| Totals | | | |

How many of the computers counted above are laptop computers? _____

**Individual School Technology Profile**
**July 1, 2000 to June 30, 2001**
**<SCHOOLNAME>**

*You must enter a number in all boxes that call for a number. You cannot leave these boxes blank. If your response for a box is none, please enter a zero (0).*

*You must check one response for any question that requires a Yes, No or NA response.*

*For any field requiring a dollar amount, use whole numbers only. Do NOT use dollar signs ($), commas (,) or alphabetic characters.*

District Code (*automatically inserted*): [redacted] District Name (*automatically inserted*): [redacted]

Tech Plan Status *(automatically inserted)*: [redacted]
Last Updated Information (*automatically inserted*): [redacted]
Today's Date (*automatically inserted*): [redacted]

Person Responsible for Completing Form

First Name: _____ Last Name: _____
Title: _____ Function (Drop Down)

If Function is Other, Please Specify: _____
Email: _____
Phone: _____

1. SCHOOL LOCAL AREA NETWORK

Do you have a School Local Area Network (LAN)?
Yes No

If "Yes", what does your Local Area Network (LAN) connect to?
- A District Wide Area Network (WAN)
- Directly to the Internet
- Neither
- Both

2. INTERNET CONNECTIVITY

If your school has a *direct connection* to an Internet Service Provider (ISP), what is the primary type of connection?
- ISDN
- Point to Point
- Frame Relay
- Cable Modem
- Microwave
- DSL
- Dedicated Line (Point to Point or Frame Relay)

- Cable I Loop
- District owned network
- Dial Up
- Other

If Other, please specify: _____

Does your school have more than one type of connection to the Internet as a backup?
Yes No

What is the speed of your building's primary Internet connection?

- 56kb
- 128kb
- 384kb
- 512kb
- Between 128kb and 1.5Mb (Fractional T1)
- T1
- T3

Name of Primary Internet Service Provider: _____

3. SCHOOL CONNECTIVITY

School Administrative Workspaces include the workspaces of those who provide school-wide administrative functions, such as Principal, Secretary, Guidance Counselor, etc. Count each workspace individually even if it exists in a room with several other workspaces. A workspace is defined as the working environment for a single individual.

If a workspace provides both district and school administrative functions, record the connectivity and inventory information in **either** the school or district profile form, but **not** in both. Offices, computers, and connections **should not be double counted**.

| | **Number of Classrooms (Count each computer lab and library media center as one classroom)** | **Number of School Administrative Workspaces** |
|---|---|---|
| Total Number of Classrooms | | |
| Number of Classrooms Connected to the Internet | | |
| Number of Classrooms Connected to LAN | | |

How many instructional computers are connected to the Internet? _____

How many Internet connected computers are portable computers? _____

How many computers are using wireless connections to the Internet? _____

4. COMPUTER WORKSTATION INVENTORY

(When in doubt, choose categories that most closely match your processor's RAM.

**Number of Workstations in Each Category**

| **Computer Platform** (including laptops) | **Type A** *Function:* Capable of running multimedia applications, high-end applications & streamed video *Memory:* 64 Meg RAM or higher *Operating System:* Windows 2000 Mac 9 or more recent | **Type B** *Function:* Multimedia computers with CD-ROM and Internet capability using browser *Memory:* 16- to 64 Meg RAM *Operating System:* Windows 95/98/NT Mac OS 7.6 to 8.0 | **Type C** *Function:* Computers with or without Internet capability *Memory:* 16 Meg RAM or lower *Operating System:* Windows 3,1 Mac OS 7.0 (or earlier versions) |
|---|---|---|---|
| **Computers used for Instruction** | **Type A** | **Type B** | **Type C** |
| Windows/PC | | | |
| Apple/Macintosh | | | |
| Thin Client Systems operating from a server (classify according to function) | | | |
| Other | | | |
| **Computers Used for Adminstration** | **Type A** | **Type B** | **Type C** |
| Windows/PC | | | |
| Apple/Macintosh | | | |
| Thin Client Systems operating from a server (classify according to function) | | | |
| Other | | | |
| Totals *(automatically calculated)* | | | |

How many of the computers counted above are laptop computers? _____

This school's ratio of students per Type A/B computer *(automatically calculated)*: _____

This school's ratio of students per Type A/B/C computer *(automatically calculated)*: _____



17 BEST COPY AVAILABLE

## 5. ASSISTIVE TECHNOLOGIES

***Check below if any of the following assistive technologies are currently available for use in the classroom for students with disabilities:***

| | |
|---|---|
| Alternative input methods using hardware (e.g., modifications to standard keyboards touch screens, microphones, switches, etc.) | Yes No |
| Alternative output methods using software (e.g., speech synthesizers, large print output, refreshable Braille or text-to-speech, etc.) | Yes No |
| Closed Caption for Video | Yes No |
| Do you provide software that has been universally designed (e.g.,. designed with built-in alternatives for students with disabilities)? | Yes No |
| When purchasing technology, do you consider accessibility for students with disabilities? | Yes No |

## 6. EMERGING TECHNOLOGIES

| **Single Function Machines:** | **Total Number:** |
|---|---|
| Dream Writer/Alpha Smart | |
| Scanner | |
| Handheld Devices [e.g., Palm Pilot, PDA (Personal Digital Assistant)] | |
| CD Writer | |
| Video Distribution System | Yes No |
| Whiteboard | |
| Other | |

If other, please Specify: _____

## 7. TELEPHONE SERVICE

| | |
|---|---|
| Do you have a telephone in every classroom? | Yes No |
| Do you have voice mail for every teacher? | Yes No |

## 8. ELECTRICAL SERVICES

| | |
|---|---|
| Do you believe your school has adequate electrical capacity to support every classroom connected and to maintain a ratio of five students per high-speed computer? | Yes No |
| Has your school received a large influx of technology due to building renovation? | Yes No |
| How old is your school building? | # of years |

## Local Technology Plan
## Benchmark Standards for the Year 2003

In the spring of 2000, with the guidance of a group of district technology specialists from across the state, the Massachusetts Department of Education outlined a set of six benchmark standards. The purpose of these standards was to guide districts in establishing goals for their Local Technology Plans. These standards represent the minimum conditions that should be in place in order for districts to provide a sustainable local infrastructure for technology.

The six benchmark standards are as follows:

**Benchmark Standard 1: Commitment to a clear vision and mission statement**

A. The district has a realistic and clearly stated set of goals. It is committed to achieving its vision by the target year 2003.
B. The district has a technology team.
C. The district has a budget for its local technology plan. The district's operational budget includes a line item for technology.
D. The district leverages the use of state, federal, and private resources.

**Benchmark Standard 2: Access**

By the year 2003, every district will have achieved at least a 5:1 student-to-computer ratio of modern, fully functioning, Internet-enabled computers and devices.

**Benchmark Standard 3: Infrastructure for Connectivity**

The district ensures that every classroom and every administrative office has at least one computer with a high-speed connection to the Internet by the year 2003. A building's electrical service must be sufficient to support the computers and networks installed.

**Benchmark Standard 4: Technical Support, Technology Curriculum Integration, and Professional Development**

A. TECH SUPPORT: The district ensures that every administrator, teacher, and student receives high-quality user and system support so that by the year 2003 there will be at least one FTE (full-time equivalent) person to support 100-200 computers. Technical support can be provided by dedicated staff or equivalent services.
B. CURRICULUM INTEGRATION: The district provides at least 0.5 FTE staff person to support every 30-60 users (staff only) in their efforts to achieve technology competency and to integrate technology into the curriculum.
C. TECHNOLOGY PROFESSIONAL DEVELOPMENT: By the year 2003, at least 85% of district staff will have participated in technology training sponsored by the districts.
D. ACCEPTABLE USE POLICY: The District has an Acceptable Use Policy regarding Internet use.

**Benchmark Standard 5: Accurate Data Reporting**

The district maintains accurate data that meet state IMS (Information Management System) standards.

**Benchmark Standard 6: Access to the Internet outside the School Day**

A. The district works with community groups to ensure that by 2003, students and staff will have sufficient access to the Internet, which will enable them to work outside of the school day. The school must maintain a catalog of places in the community ("points of access") where students and staff can gain access to the Internet after school hours.

B. The district maintains an up-to-date Web site and every educator has an Internet account with the capability of sending email and accessing the World Wide Web.

# Massachusetts Department of Education

This document was prepared by the Massachusetts Department of Education
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